

Nundah State School

2026 ANNUAL IMPLEMENTATION PLAN

"Reading Success for All"

Educational achievement  Belonging and engagement

School priority 1	Reading through the Australian Curriculum – word reading and phonics Build teachers' capability to analyse and respond to data and expand their range of assessment tools to inform teaching in order to cater for the diverse needs of learners. Establish procedures and support to further build the instructional leadership capabilities of all school leaders. Collaboratively review and strengthen the processes for classroom observation and feedback, including peer observation, to support capability development and the consistent implementation of the school's agreed pedagogical approaches. Collaboratively develop and communicate a shared understanding and vision regarding school-wide inclusion practices and expectations. (MTSS)	Monitoring On-track – on track, Year 3 and 5 NAPLAN results, teacher observations, student exit at the end of each term after reflection based on progress.				School priority 2	School-wide moderation processes Develop curriculum and assessment that enacts our school values; has relevance and meaning; is conceptual; and coherent and locally contextualised	Monitoring On-track – on track, Year 3 and 5 NAPLAN results, teacher observations, student exit at the end of each term after reflection based on progress.			
Link to school improvement strategy:		Term 1	Term 2	Term 3	Term 4	Link to school improvement strategy:	Strengthen staff knowledge, understanding and application of the full breadth of the AC, including general capabilities and cross-curriculum priorities. Sustain and strengthen the culture of self-reflection through data that enables staff to engage in rigorous discussions to inform differentiated teaching practices.	Term 1	Term 2	Term 3	Term 4
Strategy/ies	Embed the implementation of the shared and dialogic reading instructional routines to maximise tier one instruction for all students. Quality assure the implementation of instructional routines in the literacy block to monitor and reinforce expected pedagogical practices across the school by developing teacher practice in word reading and phonics to ensure all aspects are being planned and effectively taught. Implement the Nundah State School Scope and Sequence for spelling and phonics to deliver a consistent and sequential program across P-6. Implement and finalise the Nundah State School alphabetic code artefact to decrease the cognitive load for teachers and students in the study of word reading and phonics. Building teacher knowledge in how to apply their learning and taking on the cognitive load.					Strategy/ies	Review and refine the Nundah State School Moderation process to support teachers to collaboratively use quality assessment that includes task details and marking guides to inform teaching. Sharpen the focus of moderation processes to ensure the accuracy, validity and reliability of academic reporting and to inform teaching. Quality assure the teaching and learning sequence and review the selection of pedagogical approaches, practices and teaching strategies to differentiate teaching and learning. Develop a process for tracking student data to monitor who is on track as we head towards end of term/semester assessment and reporting.				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
Provide all teachers with the Nundah State School Alphabetic Code Chart and ensure all other artefacts are removed and de-implemented – Teachers and Leadership Team. Provide timely and specific professional development to teachers regarding the implementation of the Scope and Sequence for spelling and phonics – Leadership Team Monitor implementation of instructional routines in Literacy Blocks including use of Scope and Sequence and Alphabetic Code using walkthroughs and classroom observations – Leadership Team Use the Alphabetic Code Chart and instructional routines in all classrooms and collect feedback from staff re any professional development required to effectively utilise this resource in teaching and learning- Teachers Teacher aides will engage in professional development that builds their professional knowledge about literacy, tier one instruction and how best to support teachers and students in the classroom		Copies of the Nundah State School Alphabetic Code Draft Scope and Sequence for Spelling and Phonics Staff and curriculum meetings Collegial Engagement Process and feedback proforma Spelling and word reading team Book Club				Embed regular moderation sessions into fortnightly curriculum meetings to ensure teachers know how each student is tracking towards achieving C+, using the marking guides and student work to inform teaching – Head of Department Curriculum and class teachers Sharpen the focus of curriculum planning days to ensure teachers have clarity about the units of work and a completed teaching and learning sequence prior to commencing the unit. The teaching and learning sequence should be comprehensive, with all explicit instruction clearly sequenced in a logical progression that reflects the required content descriptors and deliberately builds toward students meeting the achievement standard. Provide time off class for teachers to meet with the leadership team to build data literacy across the staff and to determine which students may require tier 2 and 3 instruction in literacy or other intervention – Leadership Team and classroom teachers		V9 Australian Curriculum documents Curriculum Gateway materials Consistent and completed Teaching and Learning sequences for English units Nundah SS Moderation Process Nundah State School Structured Literacy Routine Data Discussions Fortnightly Curriculum Meetings			
End of Year Success Criteria		Measures		Performance:		Performance:					
				English: Increase the performance measure for Starting Strong from 92% to 95% C and above Increase the performance measure for Building on Foundations from 92% to 95% C and above Increase the performance measure for Starting Strong from 69% to 75% A or B Increase the performance measure for Building on Foundations from 65% to 70% A or B NAPLAN: Reach Inter-assessment agreement in year 5 Increase year 3 and 5 NAPLAN reading results to 'close to' when compared to students of a similar background nationally Lift Mean Scale Score in year five reading to equal that of the region Lift Mean Scale Score in year three reading to equal that of the similar schools nationally Year One Phonics Check: Increase the number of 'fluent decoders' in the Year One Phonics Check from 44% to 60% by the end of semester two 2026							



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	Behaviour Teachers will intentionally create opportunities during explicit instruction for students to actively engage with the components of the literacy block. Students will practice decoding words, discussing word and text features and reading strategies for fluency. This will enable students to make connections to prior learning and apply what they have learnt to support retention and long-term memory development. Teacher aides will effectively support teachers and learners during Tier 1 instruction. Leadership team will be active participants in the implementation of literacy blocks, quality assuring this work through walkthroughs, classroom observations, data discussions and curriculum planning sessions. Leadership will reflect on observations in weekly leadership meetings to inform continued professional development for staff.	Behaviour Students will receive high quality tier one instruction in English and become active participants in their learning Teachers can engage in robust discussions during moderation cycles about curriculum intent and pedagogy to ensure they are providing quality tier 1 instruction that supports each child to achieve excellence in their learning. Teachers will use student work samples and marking guides to ensure a rigorous moderation process with a focus on the 'throughout' phase of moderation. Head of Curriculum and Leadership team will be active, visible and responsive instructional leaders providing feedback, differentiated support and professional development to staff as required to implement the strategies and actions of the AIP
Artefacts	Finalised Nundah Alphabetic Code chart Reviewed and updated Nundah State School Scope and Sequence for Spelling and Phonics Instructional routines for the Literacy Block embedded into Whole School Approach to Pedagogy document	Artefacts Instructional routines for the Literacy Block embedded into Whole School Approach to Pedagogy document Reviewed and updated moderation process Completed Teaching and Learning sequences for all English units Collection of Student work to use as exemplars kept electronically in a central location
Reduction of red tape in day-to-day work, planning and processes include: reducing the number of school events throughout the year, de-implementing previously used programs and resources to provide clarity to teachers about the teaching of reading, provision of in-school curriculum meetings.		
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal: <i>R. Korst Rachel Korst 26/02/2026</i> P&C: <i>Adrian MATTHEW SEXMAN 27/02/2026</i> School Supervisor: <i>Ngal Tracy Egan 25/02/2026</i>		

